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HUMAN RELATIONS:
COMMUNITY CENTERED PROFESSIONAL TRAINING
Rhetta M. Arter
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FOREWORD

The potentialities and limitations of supervised field experience in professional training is a subject which has occupied the attention of many educators. The task of complementing the classroom activities of the mature student who brings professional experience and reputation to his enrolment for further training places heavy demands on a graduate program. In the February 1950 and February 1951 issues of the Journal, the training program of the Center for Human Relations Studies, School of Education, New York University, was described. This issue confines itself to one aspect of that program — the field project.

The contributors to this issue write from personal experience in one or more of these projects. Their assignments, which required writing about various segments of the undertakings, are difficult because the studies themselves are unified, and the relationships within them fluid. Thus, there are no strong lines between "student training" "project planning" "research activities". The overlap of the writings is representative of the way of work within the projects.

It should be noted that one of the major differences between the Human Relations Field Projects has been that of time commitment. "HR-I" was underway for three years. Four projects were one-semester commitments. The "ideal" period of time for the short term effort described in this issue seems to lie between these two, is probably one school year.

It would seem that one of the next steps in assessment of the Center's experiences in the field projects to date should be joint evaluation by the sponsoring agencies, the Center, and members of the communities in which the projects have been conducted. From this might come important contributions to knowledge about Human Relations training and research, and about the metropolitan community.

January 1954

<div style="text-align: right">Rhetta M. Arter</div>

TOWARD COMMUNITY-CENTERED PROFESSIONAL TRAINING

Dan W. Dodson

The conception of a genuinely democratic institution of higher learning has not yet evolved. The preoccupation in liberal arts schools with learning subject matter with little or no relation to experience is well known, and well documented in Brownell's "The College and the Community."

In professional training the patterns vary. Medical schools utilize an internship type of experience in which the medical student does the major portion of his work, depending upon his field of specialization, with specialists and combines theory with practice in hospitals and clinics. At present there has been, with minor exceptions, little evidence of programs that would emphasize any semblance of democratic relationship between patient and doctor. Those areas of health in which such patterns could operate, namely, preventive medicine and public health, have been woefully neglected in favor of individual practice.

In social work there has been a realization for a considerable period of time that outreach to people should be a part of training. Copying medicine, the social work schools have tended, however, to send students into agencies for an internship experience. A supervision specialist from the school has visited the agency occasionally to evaluate the student and determine, if possible, how the agency evaluated the student's performance.

It was in an attempt to solve this problem for graduate professional training in Human Relations that the Center for Human Relations Studies organized its field work program. The concept underling the field work pattern was that it would be immoral for the professor to do his professing without his students ever observing him apply his professions. Fortunately the field was frontier and none of the faculty felt completely secure in his professions. Consequently the staff as a whole felt a need for continuous work in reality situations to test unremittingly the hypotheses and theories. Meeting this need was made easier by the fact that New York City is a metropolis famed as the social laboratory of the world.

The field work pattern as conceived had these features:

1. The field work would operate as Center projects in which staff and students would both participate.

2. The projects were to be related to professional seminars so that students and faculty would return "together" from the field with their hands dirty to examine extant theory against practice.

3. This field experience was designed to provide a basis for testing competencies.

4. It was hoped that it would also provide a functional approach to the discovery of problems of human relations as contrasted to an arbitrary selection, by the staff of problems for study.

"H. R. I"

Human Relations Project #1 was with the Board of Education in the neighborhood bounded by 110th Street, the Hudson River, 86th Street and Central Park West in Manhattan (see Journal of Educational Sociology, Vol. 24, No. 6, February 1951). It involved working with a junior high school and its two feeder elementary schools. It was anticipated that there would be continuous communication between the leadership of the entire school district and the Human Relations Center group working in this specified part of the district. The project lasted for three years. The work started on a two-pronged approach. The first was within the school and the second was with the community. In the later months of the program the work was restricted to the school entirely.

A human relations committee worked in such a way as to effect definite changes in the school's human relations practices. For example, the teacher's council developed from handling "gripes" into constructive policy making. Committees of children and teachers worked out curricula in accordance with the needs of adolescents.*

Some of the problems which stood out boldly include:

1. The tremendous complexity of a rapidly changing neighborhood in a metropolitan community, especially where the incoming population creates needs for bilingual skills. Subdivided, this means:

   a) Problems of cultural background, their discovery, their utilization as learning tools.

   b) Social class aspirations and patterns.

   c) The cultural conflicts of generations, including the little understood sub-cultural values of children.

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* This project is described in Human Relations Monograph #2 "Core in curriculum" by Miriam A. Hayden.

      d) The teaching of English to children whose mother tongue is other than English.

2. Administration problems created by community change, e.g., a hypothesis could be strongly substantiated that irrespective of how well trained a staff may be, in a changing neighborhood there is a tendency for community conflicts to arise and for administration to become insecure. When this happens, there may be a tendency for these insecurities to be transmitted to the entire staff and for rigidity and authoritarianism to increase while freedom and permissiveness are threatened.

3. At another level, there was highlighted the extremely complicated problem of the relationship between different approaches to community organization. Much need was revealed for further examination of the concept of school-community relations. Great need was demonstrated for a clearer definition of what are the criteria by which the school as a social institution enters the field of community organization. The project discovered the complexity of urban community organization where community in the territorial sense scarcely exists and is superseded by "community of interests."

4. Need was revealed for redefinition of the criteria by which an agency such as a Human Relations Center works in a community:

      a) Is it morally defensible for a staff to commit the field work and programming for majors for three years in advance so that the first students devise the plans for field work to which later students are committed?

      b) What are the minimum guarantees necessary so that those with whom the Center works do not receive the impression that it is "practicing on them"?

H. R. II

The second field work project was undertaken, as a one semester program, at the invitation of the Broadway Tabernacle Church at 56th Street and Broadway in New York City. It was an attempt to add the resources and technical skills of the Center to the ongoing program of a social institution, a church, and its sister agencies in order to assist them in reinterpreting their services to the neighborhood. The study involved interviewing in over 400 households, the analysis of demographic trends and the collection of data from the schools—including residences of children known to the Board of Education as truants. Most important, there was continuously

a process emphasis in which the church and the community agencies were involved with the Center Personnel so that they were carried along with each step and, indeed, participated with the students in the varied activities of the project. This meant that there was no break between the intensive study program and the carrying forward of the activities spelled out by the survey at study's conclusion. The activities undertaken in line with the recommendations of the study are clear indications that the work of the Center had been action directed and that as a technique, it was a useful approach to human relations training. For example, the professionals worked constantly with the students in the neighborhood and in the agencies. There was a colleague relationship between agency people, students and faculty so that no one felt that the other was being manipulated as a practice experience for students. The problems revolving around how an agency whose community has moved beyond the neighborhood can relate to its immediate environs was one of the central issues presented in the report.

The study is published and is available at the Center under the title "Between Hell's Kitchen and San Juan Hill," Human Relations Monograph #1, by Dan W. Dodson.

H. R. III

H. R. III was undertaken in collaboration with the Bedford Stuyvesant Neighborhood Association of Brooklyn. This organization is extremely "grass roots." It has over 80 blocks organized by the block plan and has had a program under way without a break for over 15 years. The objective of this project was to see what could be done by placing mature graduate students in an organization of this kind under the leadership of a faculty person to help the organization move in the direction of its own goals and without subverting the initiative of its indigenous leadership by the contacts with the professionals or near-professionals. The organization asked the students to lead them in examination of Post Office facilities, hospital facilities and housing violations. They asked them to help with reviving some of the lapsed organizations on blocks.

In the midst of this program, a disastrous fire occurred in the community. The organization requested that all the resources be thrown into helping them examine the extent of fire hazards housing violations. The report on this study done under the technical direction of the faculty person but with the assistance of both laymen and students, "sparked" a Grand Jury investigation of housing violations in the Boro. It provided a field experience which was

"raw meat" of community life. The project fed into direct social action. It helped define for the Center how it could work with a social action group without losing its unique function as an instrumentality for research, analysis and training.

H. R. IV

A fourth field project was undertaken with the Parents Association of P. S. 19 on New York's East Side at 14th Street and First Avenue. The new Stuyvesant Town housing project in the neighborhood brought a middle class population into juxtaposition with the surrounding community which was not included in the redevelopment program. In addition to overcrowding, there were other physical conditions of the school plant which were considered to be unsatisfactory. The group needed facts for their guidance on school planning. The most baffling problem they faced was the population pattern.

The Human Relations students, together with a corps of the parents, interviewed every household in which they could locate children in the neighborhood and ascertained the ages of the children, whether their parents planned that they would attend public or non public school, and whether the parents intended to continue to live in the community. In addition to providing this body of information as to expected enrollments, the study also revealed that in the neighborhood outside Stuyvesant Town, the Puerto Rican population accounted for 25 per cent of the children, and all indications were that this in-migration had only started. These data provided much needed information for the Parents Association as it mobilized community agencies in working for a new school. The allocation of funds for the new school has been made and a new plant is on its way. The report of this study is available in mimeographed form at the Center for Human Relations Studies.

H. R. V

H. R. V was undertaken at the request of the Christ Church House on 36th Street near 8th Avenue in midtown Manhattan. This agency had a long history of service to the neighborhood, including a program for service men during the period of armed conflict. There was some question as to what role it could play in the neighborhood at the present time in light of the trends in the area. The study included the area west of 8th Avenue between 26th and 46th Streets. The techniques used included field observation, non-participant observation at the House, interviews in the community

and in agencies, and diaries of weekend activities on the part of children in the local schools.

The study shed considerable light on the problems of the neighborhood and the need for Christ Church House to undertake programs that would fill the void left by the removal of other agencies from the community due to the fact that a new tube of the Lincoln Tunnel would displace them. The study is reported in Monograph #3 by Rhetta M. Arter entitled "Mid City." The recommendations led to refurbishing the plant, the employment of a director and considerable expansion of program.

H. R. VI

H. R. VI was undertaken at the invitation of the Hudson Guild and included the area from 14th Street to 30th and from 6th Avenue to the Hudson River. It was a project designed to provide opportunity for the Center staff and students together with the Guild staff and Board to examine the trends of community life in the Chelsea neighborhood of Manhattan's West Side. This study under the title "Living in Chelsea" by Rhetta M. Arter, Commentary by Dan Dodson is Monograph #4 and is due for publication by February 1, 1954. An outstanding aspect of the study was the assistance it afforded the Guild in securing funds from a foundation to allow the agency to work with the new neighbors more intensively. In addition, it was possible for the Center to operate its 1953 summer workshop in the neighborhood during the summer session so that there was exceptional opportunity for community participation on a realistic basis for the summer workshoppers.

H. R. VII

H. R. VII is currently being operated with the Educational Alliance on Manhattan's Lower East Side. More than 20 students each of whom is enrolled in either the seminar in Current Problems in Human Relations Education or in Field Work are spearheading the survey and are working with the staff of the agency. In addition, students from three other courses taught by Center staff are assisting with the 500 family interviews being conducted. A Freshman group of 16 under the leadership of a professor in an "experimental program" in the school of Education interviewed some 200 youths who were "drop outs" at the agency. Students in a public health course are looking at the public health problems confronting the neighborhood. Thus, a new dimension is being written to the field work, namely the involvement of more people in courses

that do not bear human relations titles, so that there is participation of more of the School of Education student body and staff and, what is equally important, an opportunity is afforded to some of our more mature majors to acquire leadership skills as they captain teams of these students who are working with us.

CONCLUSION

The field work projects have afforded at least the following outcomes:

1. They have provided opportunity for faculty and students to grow together as they have worked together on community problems.

2. They have given an opportunity to functionally discover the weaknesses and the strengths of students and staff. They have forced us to evaluate our "professions" in terms of the real problems of community life, by competencies rather than by grades.

3. They have demonstrated methods by which students who are in training can play a dynamic role in community life, so that they are not isolated from community while training to be community leaders.

4. They have made a contribution toward a new conception of professional training by demonstrating a need for many community centers where students are working. These centers serve as a complement to the usual classroom training which has been largely theoretical.

5. They have demonstrated methods by which an agency such as an institution of higher learning can be a resource and a partner without violating the integrity of the groups with whom they work.

Finally, it should be recognized that the skills, research, process, etc., involved here do not constitute the totality of training in the Center. Aided, however, by the searches for the theories and the understandings which the literature provides, a field work program central to professional training bids fair to move education from the ivory tower toward a closer important relationship with the community. It suggests that an institution of higher learning does not have to be simply the custodian of yesteryear's values with an awesome responsibility to mould the future toward them, but may be instead a dynamic agency for social change in the community helping hammer out the new values which ultimately will determine whether democracy will survive.

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THE HUMAN RELATIONS FIELD PROJECT AS A
RESEARCH UNDERTAKING

Rhetta M. Arter

The field projects of the Center for Human Relations Studies, with the exception of "HR-I", have had as their primary research concern the collection and interpretation of data regarding selected geographical areas in New York City. "HR-I", although this was not its preoccupation, included a survey of its geographical area and based subsequent important activities on the findings there. Questions addressed to the Center about these field undertakings may, for the most part, be summarized as expressions of interest in specific data about a specific area, and/or interest in the way the projects are conducted. Falling under the latter heading are: "What methods do you employ for the collection of data?" "Will you send us a copy of the questionnaire you use in your community surveys?" "In what ways does the democratic commitment of the field project affect data collection and interpretation?" and "What are some of the distinctive features of the Human Relations Field Studies?" The human relations requirement that each project be built on previous experiences, and related to present interests and concerns of its participants, precludes inflexible replies to any of these questions. Experiences to date do, however, permit some generalizations.

The Steering Committee of an "HR" is composed of representatives of the sponsoring agency and the Center. Two have included staff of other community organizations as well. The Steering Committee sets policy taking into account the requirement that this be in accord with policies of the sponsor and the University. This Committee decides the broad questions to be studied. The Center Study Team, composed of students and staff, carries responsibility for securing data relevant to answering these questions. Its representatives take to the Steering Committee recommendations regarding these data and the methods to be employed in securing them. It is understood that the Steering Committee will pass on such matters as, e.g., the nature of the sample, but that the Center Study Team will have final responsibility in technical areas such as research instruments and that it will have freedom to report its findings. Steering Committees have concerned themselves with announcement and interpretations of the project to their communities and have, on occasion, assisted in securing needed data. Some Steering Committee members have carried detail responsibility within a

project. Many have "opened doors" for members of the study team.

In general, the "broad questions" of the "HR's" have been concerned with aspirations and conscious social needs of the residents of the area; resources for and obstacles to achieving these aspirations and meeting these needs; relations between sub-groups (age, ethnic, interest) within the area—patterns of association, cooperation and conflict; expressed opinions of those who live and work in the area about major local problems and their possible solutions. There has been, usually, some inquiry directly related to the program of the sponsoring agency. A variety of methods has been employed for securing the data.

1. Background data are collected and analyzed. These include census reports, vital statistics, available data on social problems such as crime, delinquency, employment, economic need, housing, previous studies, directories, and reports of agencies serving the area.

2. Field observations are made by members of the Center Study Team. Their reports are of observable data regarding physical characteristics of the area: educational, recreational, traffic and service facilities, churches and synagogues, commercial activities, transportation and the observable evidences of human relations in the area. The field observation, in addition to providing data, serves the purposes of study team self-education about its members' sensitivities to, and needs for learning about, indications of human relationships and provision of opportunities for "warming up" in preparation for talking with people in the area. It is usually the team's first experience in the collection and reporting of comparable data.

3. Individual interviews of "key persons" are sometimes employed. These vary to an appreciable extent in each of the "HR's". In some cases, the approach has been institutional; in others the institution has been avoided and emphasis placed on indigenous leaders.

4. Family interviews have been the source of the important raw data of most of the "HR" field projects. The nature of the samples has varied. In one project, every family in a limited area was sought; in another "key families" were suggested by local persons. These in turn suggested others. Other projects have employed random or regular interval samples. The studies have relied on open-ended interviewing, in which the instrument has been a Family Interview Guide. This Guide has been constructed by the Study Team in ways which permit flexibility of approach to the family. It places the responsibility on the skills of the interviewer rather than on the instrument, but it insures collection of comparable data.

5. Group Interviews, in which a team of three interviews a small, usually homogenous group, were employed for the first time in Human Relations Field Project # 6. The Center is interested in this as a technique for data collection and plans further development of it.

6. Week-end diaries, kept by school children, have been employed in some of the projects. These, secured in cooperation with the school, have provided data regarding these children's leisure time.

7. Each project design has had its unique features. These have been developed to provide data which seemed not to be flowing from the sources and methods originally chosen. In one project, members of the study team decided to give considerable time to the location of "teen-age hangouts" and to talking with and observing activities of youth encountered there. This involved some participant observation. The same study required non-participant observation of leisure time programs in the area. Sidewalk interviews, on a random basis, have been employed once. A case study of an indigenous organization provided valuable data and greater insight into intergroup conflict in another. The generalization to be derived here is that each situation will have its own special needs which will require methods and tools additional to those anticipated at the initiation of the project.

The Center Study Team develops the instruments needed for this data collection. Effort is made to build on the experiences of previous study teams by referring to the instruments created by them and to *their* evaluations of these, but the research instruments for each project are developed with reference to its objectives, interests and unique features.

It is the expectation of the Center when it enters the cooperative relationship that the sponsoring agency will be involved deeply in the project throughout its entire course. There exists no formula for this: it is worked out in relation to the development of the project, the function and structure of the sponsoring agency, and its readiness for meaningful cooperation. Thus, there have been wide differences in the ways and degrees to which the various sponsoring agencies have worked with the Center. It is clear that it is necessary to work out, during the first days of the effort, agreements regarding functions of planning groups, lines of responsibility, channels of communication, time commitments, expectations of the project's accomplishments, and the limits within which all will work. But verbal agreements are not enough: "participation", "involvement", "democracy", "flexibility" are omnibus terms: similarities

and differences in conception display themselves in the reality situation.

The Steering Committee which is composed of "too busy" members may find itself without adequate meeting time; discussions may be limited and opportunities for arriving at consensus on important aspects of the project thereby denied. It is safe to predict that this committee will relate slightly to its task, tend to expect "quickie reports", resist depth discussions of problems, and lean toward fast decisions. It may present the Center Study Team with the choice between seriously slowing activity or moving ahead independently. At the other extreme may be participants who, for the first time, breathe the air of freedom and flexibility in a research setting and who become lightheaded in the process. These may send themselves and their fellow planners down the paths of "no allocation of responsibility" and "no acceptance of limitations" into the valleys of frustration and confusion, unless their roles are made clear and acceptable to them. The most effective Steering Committees have been those whose members were willing to allow time for thinking, talking and acting about the project as it moved from one phase to another; who saw the possibilities for growth of both organizational partners in the undertaking; who enjoyed security and satisfaction within the organizations they represented sufficient to permit them to move flexibility within the Committee.

In the early planning period, when the boundaries of content, geography, and budget are under discussion, the Center usually raises with the sponsoring agency the question of cooperation with other interested community organizations. With these, it has been found that opportunities for relating to the data as they are planned and secured, have resulted in greater readiness for implementation of findings than may occur when there is only final "reporting to". There have been community agency meetings in which objectives and reasons for the undertaking have been explained and suggestions and cooperation invited. These have been successful only when their timing has been consistent with the invitation to "make suggestions" and when that invitation has included definitions of limitations, and careful explanations of why only some, but not all of those "things it would be interesting to know", can be included. There have been progress meetings and community agency meetings devoted to discussions of findings and their implications for programs and social action. The success of all of these rests heavily on the previously-established relationship of the sponsoring agency with its neighbor-

ing organizations and on the demonstration of its sincere desire for cooperation in this undertaking.

The analysis and interpretation of the data present interesting opportunities for developing answers to some questions about problems of working democratically in the research setting. If the ventures are to be truly cooperative, it is essential that their early stages include preparation for the sponsoring, and possibly, other agencies' participation in "mining" the information that has been secured. For the lay person, this participation may lie in raising questions about possible relationships and causal factors. These questions may come from "hunches", from personal experiences, from observations, as well as from serious, sincere study of the data as they have come in. It demands the ability to work with answers which may shock complacency, challenge prejudgments, and defy stereotypes. It will require, probably, acceptance of unwelcome limitations. Of the professional investigator it requires willingness to examine the data repeatedly, to try a variety of statistical and other techniques for arriving at reliable answers. It means willingness to experiment with categorizing, with measuring, with charting; it shares with other research the probabilities of fruitless, as well as fruitful, search for correlation. It demands the ability to translate technical activity into non-technical explanation, the stamina to withstand pressure to the extent of holding firm when evidence is reliable, though unpopular, and of admitting that "We do not know; the data do not provide answers to the questions you now raise." When such is the case, if the undertaking has been carried on with caution and meaningful involvement at its preceding steps, its participants will be prepared for working together to find the answers which the data do provide and for transposing them into social action.

One of the primary distinctive features of the Human Relations field study is its commitment to the democratic process. Of equal importance is its interdisciplinary approach to the inquiry: the "HR" consciously and deliberately seeks to employ theories and methodologies, appropriate to the investigations, of the various social sciences. This effort is aided by the team method of work in which the roles of team members shift in accordance with their own professional competencies as well as in relation to the needs of the situation. The Human Relations field project pays considerable attention to the social climates in which its data are secured. It is concerned with the effect of its inquiry on all of its participants, as well as on the situation under study. The Center, in its "HR's",

is interested in contribution to theory and in the immediate social usefulness of its findings.

There are some questions, unanswered at this writing, which have been raised in relation to the field projects of the Center for Human Relations Studies. Among these are:

1. What are the effective means of making clear to prospective participants and others interested in the "HR's" as settings for graduate training in Human Relations that this training does not seek to compete with or substitute for broader training in research methods, techniques and tools?

2. What should be the next steps in field undertakings? There are hypotheses regarding human cooperation and conflict evident in the data of the "HR's". Which of these can be tested in a field project which carries responsibility for professional training in Human Relations?

3. What are the meaningful ways in which the Center can employ its experiences and the data of the "HR's" to contribute to the basic theoretical formulations which must underly the integrative discipline of Human Relations Studies?

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A SPONSORING AGENCY AND ITS ROLE AS A MEMBER

OF A HUMAN RELATIONS STUDY TEAM

H. Daniel Carpenter

Perhaps a short statement about Hudson Guild and the changing aspects of the area in which it is located will help to indicate why Hudson Guild invited the Center for Human Relations Studies of New York University to make a comprehensive study of the area it serves.

Hudson Guild is an area-based social agency. Its purpose and function are four-fold;—first, to provide services, or to work with other agencies or groups to create services in accordance with the known needs of the children, youth and adults of the area; second, to mobilize citizen support for improvements in living conditions; third, to create opportunities and a climate in which people can get to know and respect each other regardless of their national origin, religion, race or cultural status; and fourth, to develop a sense of partnership between neighbors, agency boards and staffs in determining the needs, development and organization of programs.

Thus, up-to-date knowledge and understanding of the families, their concerns, their needs, their fears, their aspirations, their attitudes toward each other, and their knowledge or ignorance of the services and resources in the area is essential to the effective work of a neighborhood house such as Hudson Guild.

Hudson Guild is located in an old west side district of Manhattan known as Chelsea. During the past decade it has undergone significant changes in population make-up. It has changed from an area where almost everyone knew everyone else to one where people not only do not know each other, but no longer can communicate with each other because of language differences. This change has given rise to fears and anxieties which have resulted in conflict among the youth, breakdown in community restraints and divisions among the adults as well as uncertainty on the part of the agencies as to what the significant needs of the families in the area are, and what programs are needed today to rebuild neighborhood unity and pride.

Therefore, because of the changing character of the population of the area and because of the nature of the purpose and function of Hudson Guild, a comprehensive study of the Hudson Guild area by the Center for Human Relations Studies of New York University was a most welcome and important event in the life of the Guild.

255

Fortunately, both the Center for Human Relations Studies and Hudson Guild believed that to be of most value to all concerned the study had to be a partnership undertaking. From the first conference, where the nature and scope of the study was tentatively outlined, to the final Steering Committee meeting, in which conclusions were discussed, the partnership principle was adhered to with one exception. That exception was, with the full consent of all, that the Center should at all times feel completely free to report the true findings revealed by the study, regardless of its favorable or unfavorable reflection on Hudson Guild. It was felt, too, that conclusions should be drawn in terms of the findings and focused on the whole area and all the agencies in the area rather than on the Guild alone. Consequently, this aspect of the study became the responsibility of the staff of the Center.

From the initial planning conference and subsequent meetings throughout the period of the study, the discussions were most stimulating to the Hudson Guild representatives. After each meeting, the problems and progress of the study were reported back to the Hudson Guild "House Council", Staff and Board, so that everyone was made aware of the progress of the study.

In order that the Guild and the Center could be sure that the study would be broad enough in scope to be of interest and use to other agencies in the area, a meeting of agency representatives was called prior to the inception of the study, to discuss with them the proposed plans. During the course of the study a further meeting was held with the agency representatives to discuss its progress. Through this approach, needed co-operation was secured which was invaluable to the study-team. As a result of these meetings, it was learned that the agency representatives—from both public and private agencies—knew very little about the functions and services of the other agencies in the area. Thus, through the process implemented by the Center for Human Relations Studies, some progress was made toward acquainting the agency representatives with each other's work.

In order to guide the study, develop policies and make wise decisions, a small Steering Committee was established, which was comprised of representatives from the Center and all units of the Guild, as well as representatives from agencies in the area. This committee met regularly throughout the duration of the study; and in addition to making policy decisions, assisted the staff of the Center in making contacts and obtaining source-material, helped to publicize the

study throughout the area, arranged for group interviews and called meetings such as those held for agency representation.

The Staff, Board and members of the Guild have found the partnership between the Center and the Guild, during the process of the study, a most stimulating and meaningful experience. If ever there was a tendency to work just within our four walls, or to feel smug about our job, it has been dispelled by the evidence of current need, ignorance of service among the neighbors, the lack of co-operative planning and coordination between agencies in the district, and the need to find ways of involving the people in the area in programs of civic improvement.

Prior to the publication of the final report, a summary was drawn up by the Center and used by Hudson Guild and the Parents Associations of the schools in the area. At the Annual Fall Conference of Hudson Guild, a discussion of the findings and implications of the study, as they related to the work of the Guild, absorbed the attention of eighty people representing the Hudson Guild neighborhood, Board and Staff as well as community agencies, for an entire week-end. Workshop groups set up a priority list of jobs to be accomplished by the Guild and the community during the year.

How best to implement the conclusions of the workshops is currently being discussed by the Board, Staff and House Council of the Guild. Some recommendations of the study have already become a part of the on-going program of the Guild. For example, the study revealed that a large percentage of the residents in the area do not know where to go when they are in need of help. A directory of agency resources for the district is now being revised and soon will be produced both in Spanish and in English, for wide distribution throughout the area. The study also revealed that there is a lack of opportunity for creative activities for children on Saturdays. To meet this need, the Guild is endeavoring to establish a Saturday program for children, consisting of dance, drama, music, and arts and crafts workshops.

In order to help the new Puerto Rican neighbors to gain security and develop better relations among their neighbors a special project has been initiated to develop leadership among the Puetro Ricans, so that they in turn can instill in the local Puerto Rican population as a whole a feeling of confidence and security which will enable them to become more self-reliant.

In addition to discussions of the findings of the study by the Guild family, one large neighborhood meeting of parents has been held in co-operation with the Parent-Teachers Associations of Public

School 33, Public School 11 and Hudson Guild. Dr. Dan Dodson related the major findings of the study to this group comprised of over 300 people. The response to this meeting confirmed the findings of the study, i.e.—that there is concern and interest among the non-English-speaking as well as the English-speaking population to improve conditions and to do something concrete about them, if a vehicle can be found, or created, through which the people can work. The mobilization of broad citizen participation in an all-out assault on the many serious and urgent problems facing the area is considered one of the most important recommendations that has come out of the study.

Following the publication of the study, under the title "Living in Chelsea" which is scheduled for February, 1954, it is planned to hold a series of general "town hall" type of meetings, from which, it is hoped, a broadly based area organization can be set up that will accept the challenge and try to do something about the major concerns revealed by the Hudson Guild Area Study.

Another outcome which is worth mentioning, not only for Hudson Guild but for other agencies as well, is the interest shown in the study by the business community. The largest and oldest savings bank in the area, The New York Savings Bank, has volunteered to publish the study as a public service. It may well be that the study will serve to develop closer co-operation between business, social welfare and education in working for improved conditions in the area.

In any event, the participation of Hudson Guild in the study, as the sponsoring agency and as a member of the study team, has been a rich experience not only from the standpoint of gaining new information about the area and new insights about the people and their concerns, but also because of the association of the Hudson Guild staff with the graduate students and faculty of the Center for Human Relations Studies. This association has tended to add new dimensions to our thinking about our job. Actually, every social agency, and particularly a neighborhood house, must, if it is to do its job effectively, continually revalue its work in terms of the changing aspects of the population of the area it serves. However, this is not always possible, due to many factors such as the lack of time, the lack of specific skills or competency to probe beneath surface facts and the lack of objectivity, which is so essential to an unbiased interpretation of information.

The experience gained by Hudson Guild in sponsoring the study has led us to the conclusion that the partnership idea, because it is

democratic in spirit, because it involves the people most concerned and responsible, because it attempts to provide and clarify information on which policy and program conclusions can be made, and because it leads participants into new areas of concern and opens new vistas, is not only a practical approach to neighborhood assessment, but is the most meaningful.

It seems quite possible that studies made exclusively by an agency or by a study team not connected with an agency run the risk, in the first instance, of being non-objective and limited and, in the second instance, of being either too remote from practice to be of great value, or too critical to gain acceptance by those who are responsible for agency policy and practice.

Perhaps in the final analysis the process and the involvement of people in the study will be more important in shaping future social and community work in the Chelsea area than the findings per se.

Mr. Carpenter is Director of the Hudson Guild Neighborhood House, sponsoring agency for Human Relations Field Project #6.

AFTER TWO YEARS

Hazel Perkison

"Between Hell's Kitchen and San Juan Hill" is the report of a survey of Manhattan west of Broadway from Forty Ninth to Fifty Ninth Streets. The survey was undertaken by the Center for Human Relations Studies, New York University, under the sponsorship of the Broadway Tabernacle Church. The Church was seeking to define its responsibility to the community—particularly to this community on the west side where few of its members reside.

No pattern or precedent was followed in making the study: the Center and church groups worked out the plan together as the study progressed. Such an approach was satisfactory because neither the Church nor the Center was bound to a rigid arrangement; the plan followed the creative interests of both groups. Working relationships between the Center and the Church were furthered by setting up a steering committee. There were frequent reports made to church groups whose comments were fed back into meetings of the student workers at the Center, consultation of the staff, joint planning sessions, and participation of church people in making the study. In this way, there came into being a collection of data which was meaningful to the people who were to make use of it. Here were the answers to questions they had asked. Here was an area that had become alive to them. In gathering and interpreting the data, they were benefited by the leadership of Dr. Dan Dodson, Director of Curriculum and Research at the Center, and the skills of those working with him. But the outcome was not a set of prescriptions; it was conclusions which grew out of joint investigation and concern.

Leaders in the church were impressed by the standards the Center set for itself in making the study. Carefully selected graduate students took part in the project; their classroom activities made a place for their background experience to be used and their supervision was democratic. Spanish speaking interviewers were provided to overcome a problem in communication. There was room for experimentation, but guesses and general estimates were not offered as valid. Sources of information were reported, and interviews called for specific and accurate data. There was a prodigious amount of information. Findings were summarized and reported in intelligible and graphic terms.

The chief sources of information were census reports, social agencies, and individuals residing in the area. Professional leaders working in the area contributed generously to the information reported.

But what was more significant perhaps was the reporting of how the people feel themselves about their neighborhood, its needs and its resources. The survey has been useful to the Broadway Tabernacle Church inasmuch as it has helped its members to be aware of and sensitive to the felt needs of the people in the community. Thus they can approach their responsibility by working together with the people to make a better community.

Not only was the proportion of Protestant and Catholic residents estimated (by "spot" interviewing"), information about their affiliation and activity with religious institutions, and their opinions about the potential of inter-faith cooperation were secured. There were data on housing, recreation, health, and education. This information is relevant to a church only if it grants that a religious program should concern itself with the total of an individual's life. The Broadway Tabernacle Church subscribed to this wider interest. But with its limited resources, it welcomed such information to share with other agencies who have special services to offer and who accept some responsibility for the community.

The facts reported implied certain approaches, responsibilities, and program for a church. There were implications for approaching the problems of the community in the observation about "creating a climate where spiritual growth and development can take place". There were implications regarding the church's responsibility—this put quite bluntly in the supplement: "The church cannot buy services from non-sectarian agencies as a means of meeting its responsibility to the neighborhood". There are implications for program. The statement that each street "appears to be a separate world of its own" implies the fitness of a block program. And the influx of Puerto Ricans reported implies the need of Spanish speaking leaders.

Even before the survey was complete, because the church had been involved in it and was conscious of some of the community need, it began to expand its services. A block center for recreation was set up as a summer experiment. Children particularly responded with enthusiasm, witnessing to the need for recreation as reported in the survey. When this center closed, it was followed up by other trial efforts. Day camping has been provided by the church and a social agency working together; the church has found several agencies who have provided summer camp experience for children in the area; a recreation and crafts program was formed for teenagers and led by volunteers of the church.

Finally, a block center has been secured which will serve not only as a recreation center for children and adults; it may become a meeting place for various discussion and action groups; it may serve as a referral center, and a counselling center. Groups of residents in the area have been meeting together to participate in the shaping of whatever program will evolve. The church staff has been augmented by a full time worker and some students; volunteers from the church and community have been organized, and there has been an exploration for resources of other agencies that may be offered there. The data which have been collected have been used as guides in developing program, and the experimentation to date bears out the findings of the survey.

A group of representatives from various-agencies were brought together to hear findings, and church leaders have participated in conferences and discussions where this material has been shared. One outstanding result has been the initiation of boy's clubs for the Y.M.C.A.—neighborhood groups who meet at the block center provided by the church and have access to the facilities of public schools and parks. This is one example of an agency which has been incited to expand its services to meet the needs of the area studied, an example, also, of how two or more agencies are working together to meet the need.

One of the most significant uses of the survey has been to stimulate thinking and discussion among the church people. It has raised provocative questions: If most of the people of the area are affiliated with some church or synagogue, why do they not know where to turn if they are in need? Can it be that a church may cling to its dogma and its particular set of values and fail the people? So the survey has become a stimulant to re-examine and re-direct and revitalize the responsibility of Broadway Tabernacle Church to its community.

Dr. Perkison is Director of Social Education at the Broadway Tabernacle Church, sponsoring agency for Human Relations Field Project #2.

STUDENT TRAINING

Miriam Hayden

The purpose of field work in human relations is to provide opportunities for students to learn in a reality situation how to become more professional in dealing with human relations problems. It is designed to help them to test theory in practice; to enable them to gain insight into their own strengths and weaknesses in working with people; and to make possible the improvement of their performance.

The projects undertaken are not ends in themselves, although the Center for Human Relations Studies will not accept an invitation to work with an agency or community on any project which does not seem to offer genuine possibilities for some improvement of human relations. Set up in neighborhoods struggling with the very real problems of very real people, these studies offer opportunities for extremely valuable learning experiences. Participation is not directed to the end of making social researchers of the participants. The students involved may learn how the design for an action-research project is developed; how it is carried out; and the valuable use that may be made of its findings. They should learn how to observe and evaluate the effects of participation upon those actively engaged in the study, including themselves. But the primary end of field study for human relations students is personal growth in insight and skill.

How may this purpose be realized?

First in importance must be placed the nature of the process through which individual students who have committed themselves to field study, the supervisory staff of the Center, and the community personnel with whom the project is carried on are able to develop and maintain a productive working relationship. If one of the assumptions being tested is that growth in insight and skill in dealing with human relations problems comes from real life situations in which everyone concerned has many opportunities to use the competencies he has and to develop others he sees he needs, then the process must be such as to make such growth possible. Involvement on both a competency-using and a competency-producing level is necessary. Such involvement can occur through the evolution of an understanding of the relationship between one's present competencies and needs, those of the others with whom one is working, and the demands of the undertaking.

What can the supervisory staff do to help in the evolution of such understanding?

They can, first of all, themselves assess the distinctive competencies each of them can bring to such a field study, and then in a team operation so utilize those competencies that each student is given the help he needs, and at the same time is taught the effectiveness of a cooperative, functional approach to the solution of human relations problems.

When one very perceptive student, a mature individual with social work background and years of agency experience said, "I have been in this seminar several weeks and I do not know yet who is Number I of these instructors", the three staff members working together with the seminar were delighted.

They can, secondly, help to structure the learning situation so that each participant can find a place in which it is possible for him to grow. In the development of human relations field study, the Center Study Team is thought of as being composed of all staff and students who are engaged in any way in the undertaking. The burden of responsibility is borne by supervisory staff and those students who are members of the ongoing Seminar in Current Human Relations Problems, largely majors who are working towards doctoral degrees in this field. With these are associated students registered for field work on a lesser time commitment, and students from other human relations classes who wish to avail themselves of a still more limited opportunity, time-wise, to have human relations field experience.

Obviously the director and others of the teaching staff have certain responsibilities re the sponsoring agency which they can share only in part. Their constant effort, however, is to help people used to line-staff operation realize that in a human relations study the project staff operates as a team. Hence, student representatives from the seminar, selected by their fellows as those best suited to meet the needs of a given situation, participate in the Center-agency meetings out of which evolve the over-all steering committee and a productive working relationship with the sponsoring agency. In the planning for the training and research accomplishments of the project the Center Study Team is active in determining who does what and when.

One of the most serious problems of supervision in such a project is that of helping students to utilize the specific parts of the project that allow them both to use the skills they have and to develop others that they need. Project-wise, skills must be used; training-wise, skills must be developed.

As the students who undertake field work at the Center are mostly mature men and women from a wide variety of backgrounds, with experience ranging from directorships of large social agencies to volunteer service in community enterprises, it is important that they too learn how to become parts of a working team. What goes on in weekly seminar sessions in the development of a recognition of one's appropriate role in *this* context of field operation is fascinating to watch but sometimes difficult to endure. "To learn", as one able woman put it during a frank discussion encouraged by staff members when the seminar group appeared ready to take a look at their not-so-hidden desires and frustrations, "to learn that although most of us are pretty important people back home we must find our place here" is a hard task. But if some do not learn it, the undertaking is by so many diminished, and the individuals still ego-centered and resistant are by so much hampered in their growth towards professional standards.

How do staff and students help such growth to occur in themselves and others?

1. By a careful analysis of the demands of the work situation and the development of a corresponding attitude of willing acceptance of the need for the most able members to play the most crucial roles.

2. By an equally strong recognition on the part of the most experienced members of the group that they have an obligation to see that opportunity is provided for the less experienced members to grow in ability to play more obviously significant roles; and equally for these experienced members to find for themselves important areas in which their own growth in understanding of human relations principles and in the refinement of their skills can take place.

A part of this is done by quiet insistence upon the necessity of adhering to these principles of operation, no matter how frustrating they may appear at times; by the development of mutual respect and trust so that these principles are willingly accepted and adhered to in practice; and by a conscious effort to learn the techniques and skills which are necessary to the successful operation of a human relations action research study.

When several students say "May we meet with you to discuss group process, to learn how to observe intelligently what is happening in the group; what roles are being played by various individuals, what interaction is occuring between members and why; how the group is moving towards its goals", and during the resultant meeting realize their need to develop an instrument which they can use in their team meetings and later in group interviewing, there is a

sound basis for training. Such a group sees the desirability of learning what research has been done in the field of group dynamics, of attempting to apply these findings to situations in which they are or soon may be involved, and in discovering areas of investigation as yet inadequately explored. They can be helped to train themselves, and then to help train others to become better discussion leaders, observers, recorders, interpreters in specific situations in which what they do or do not do will have good or ill effects for the total project and hence for the others who are involved with them in it. There is an urgency about real situations which provides a dynamic not otherwise often achieved. The exciting experience of contributing new ideas to a new field is also possible.

In preparing to go into the community to interview individuals or groups, many students find role playing a useful training technique. Not only the admittedly inexperienced novice but the able people who think they "know all about interviewing" can learn from trying themselves out in situations similar to those they may meet. They discover where they can improve their skill in establishing rapport and in drawing out honest responses from all sorts of people. They gain insight into how their own unconscious attitudes as well as their occasional ineptitudes will affect the quality of their relations with others when their performance in the "reality practice" of role playing is subjected to objectively helpful analysis by instructors and fellow students. The ability to approach people as more than sources of data is related to the ability to see oneself as more than a collector of data.

There is a constant need to play a variety of roles according to the demands of the situation and the human resources available, so that one is never frozen into a position of leader, follower, specialist, expert, or what not. There may come the consequent deep realization of the basis for sound productivity and for the personal growth of oneself and others through team operation. It is possible to gain a breadth of understanding of the universal problems of human beings trying to learn how to live together from working with some of those in various communities who are attempting to deal constructively with these problems. These are the challenging opportunities offered to the mature student of human relations engaged in a Center Study Team field experience.

Mrs. Hayden is Student Advisor and member of the faculty at the Center for Human Relations Studies. Her responsibilities include close, constant work within the field projects.

STUDENT GROWTH AND DEVELOPMENT
THROUGH FIELD TEACHING

William S. Jackson

In the past, most teacher training programs placed practice teaching experience in the senior year of college. This was probably the student's only time to work with people in a real-life setting. In recent years, however, a significant trend has developed in the field teaching program. The new development is called "functional education".[1] This program provides for students an opportunity to have a face-to-face experience in the community to help round out their professional development. This experience makes the theoretical learning received in the classroom real and vital. Shulman points out in his paper that functional education should not be confused with the current approaches of "learning by doing" nor with progressive education. Their emphases are on self-directed activity. Functional education is not only concerned with activity, but with the "process" by which the student grows professionally.

The effectiveness of the process is directly related to the calibre and nature of supervision given to the students. Its effectiveness is heightened, also, when the same fundamental concepts are used in the classroom and the field. This can be achieved only when there is teamwork and mutual agreement on concepts between the professor and the field supervisor, or when the classroom theory and field experience are taught and supervised by the same person or persons.

The Center for Human Relations Studies in its graduate program of professional training uses the "functional education" approach. It integrates the learning "to be" and "to do", generally associated with field training, with conceptualized learning of "to know" which is considered primarily as an integral part of classroom instruction.

My experience with the field training program, as a student and as a supervisor in both the social work and human relations settings has given me an opportunity to distill valuable and significant learnings and integrate them into new and more meaningful concepts. I learned to appreciate the importance to education of inter-relating theory and practice within a common philosophy and purpose.

As participants in the Human Relations field projects, the students obtain rich and meaningful experiences in real-life situations. They

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[1] Harry M. Shulman, Director of the Community Service Division, City College of New York. *Functional Education and the College Curriculum.* Revision of a paper presented at Eastern College Conference on College Community Relations for Functional Education, April, 1952, Columbia University.

engage in projects of community improvement, and learn to analyze the community's and their own interests, forces and personalities. They participate also in the integrative approach to education, contributing their special interests, training, skills and experience. This gives the project competent, professional leadership coming from a heretofore untapped source.

This I had seen during my days as a student-associate in HR-1. I saw it again in HR-5 in which my responsibility was to supervise the interview team which would interview Puerto Rican families in the community. The team comprised three Puerto Rican female graduate students. They were school teachers in Puerto Rico, and were on sabbatical leave.

I was assigned to work with this team because of my interest in and work with the Puerto Rican community when I was Secretary of the Bronx Branch of the Urban League of Greater New York (prior to my enrollment as a full-time doctoral candidate at the Center in 1952.) Also, during the Summer of 1952, I participated in a six-week workshop on "Puerto Rican Culture and Education". The workshop was held in Puerto Rico under the joint sponsorship of New York University and the University of Puerto Rico.

The bulk of my previous training and experience had been in the field of Social Work, and the "HR-5" interview team members were from the field of Education. We were able to establish a common ground on basic human relations concepts. This fundamental agreement could be attributed to two factors: 1) My training in social work was generic, with most of my work experience in Group Work and Community Organization. The concepts of these areas are similar to those of the field of Human Relations. 2) My training as a doctoral candidate in Human Relations Education at the Center gave me a background of concepts, techniques and skills in human relations.

The greatest challenge I had while associated with "HR-5" was that of "bridging the gap" created by the difference in cultural backgrounds of the members of the interview team and myself.

During the planning session for the project the team accepted the responsibility to interview non-English speaking Puerto Rican families, on a random basis, to ascertain the specific needs and socio-economic problems which impeded or aided their adjustment in the neighborhood. At that time the team members expressed keen interest in and enthusiasm for their assignment. However, when we held our first team conference to discuss the method for collecting data they appeared to be somewhat apprehensive and reticent.

This was not a new experience for me. I had been confronted with the same type of reaction when I first approached a Puerto Rican community. I discovered, then, that some of this was based on an inability to communicate clearly because of language difficulty, a feeling of frustration, and a feeling of not being wanted or appreciated by their fellow Americans. Many Puerto Ricans felt that most state-side Americans just would not try to understand them and their problems.

The reaction of the team members during our conference was probably based on their feeling of anxiety, too, and its resultant sense of inadequacy. They were not sure how I really felt about Puerto Ricans. Our first team conference was devoted to getting acquainted. We talked about Puerto Rico and its people and I told about my favorable experiences on the Island. This informal discussion seemed to help to reassure the team members of my interest in them as people and of my desire to help and to learn from them.

I realized that my responsibility with the interview team was two-fold. I had to help them with the problem of adjustment to a new culture; and to help them to discover what they were doing and why they were doing it in the project. This responsibility was met more readily because there were opportunities for team conferences which were leisurely and permissive. It was not long before the team members gained self-confidence and talked freely about themselves, their impressions of and contrasting experiences in Puerto Rico and New York. The discussions set the stage for the development of the interview schedule. We discussed generally some of the areas we wanted to cover, the number of families which would be interviewed, and how the interviews would be conducted.

The next team conference was utilized to organize the schedule and to establish individual quotas and a time limit for completing the schedule. The team members agreed that weekly conferences were unnecessary. They suggested that our conferences be held every other week because the Human Relations seminar in which they were enrolled provided the opportunity for discussion of problems in which intensive guidance was needed.

About the mid-point of the period allotted for data collection the team members called an emergency conference. They were worried because they were not maintaining the total interview quota they had agreed on. It was revealed that each interview was taking three to four hours when it should take only $\frac{1}{2}$ hour to $\frac{3}{4}$ of an hour. They said that when they entered a home to interview a family, invariably, they were served refreshments. It was a Puerto Rican

custom and the family was insulted if this courtesy was refused. In addition, the visit of the interviewer was "like a letter from home." It gave the family a chance to catch up on all the news.

The team agreed to handle the problem by (1) trying to conduct the interview at the door. If it were necessary to enter the apartment to (2) conduct the interview without sitting down. If the interviewer felt that he could not refuse to sit she should (3) inform the family tactfully that she had a time limit because she had to meet a partner who was working on another floor. This approach seemed to be effective. After the conference the team showed a marked increase in the number of interviews they were able to complete.

The seminar meetings were held weekly. While the field experience offered the advantage of enabling the students to gain first-hand knowledge of problems instead of being confronted only by verbal symbols or words about them, the seminars were used for discussion of these problems, for progress reports and for the interpretation of the socio-economic, cultural, and emotional factors at play in the community. These factors were related to the behavior and attitudes of the people, and the necessity for the students to develop greater awareness of themselves in their relations with others in a social situation.

The integrative approach of the theory-field teaching program as employed by the Center for Human Relations Studies gave the members of the study team a valuable frame of reference for their subsequent courses and work experiences. The end-product was to assist them in their process of professional development.

It was inevitable that both the study team and I should benefit from the theory-field teaching experience. Each of us grew at his own rate, and at his own capacity. Nevertheless, all of us participated in the process...It was reaffirmed that as I had seen in my "HR-1" experiences supervision is a two-way street on which the supervised and the supervisor share in the mutual training.

As all of us moved with the process, we experienced changes in perception, in understanding, in recognizing what is "community". Through our experiences in the real-life setting, we developed greater social consciousness and broader vision toward our own responsibilities as citizens and community members.

Mr. Jackson is Program Director of the Urban League of Greater New York. He was Warburg Fellow at the Center for Human Relations Studies, 1952-53.

LET'S TAKE A LOOK

Chandler Montgomery

Two statements which seem to punctuate the work of human relations field studies are, "Let's take a closer look at that," and "Now let's see where we all are." Whether made in seminars, committees, or in meetings with community groups, they express the need to investigate certain factors in a problem situation and to relate such investigations to the developing whole of the study. In the HR projects the Center for Human Relations Studies has developed a variety of visual tools with which to "look at" and to "see where." The on-the-job use of these tools differs from and goes beyond the illustration of final reports.

The "us" in "let's look" or "let's see" usually refers to a large range of active participants, for without such a range, at least in potential, the field project would not have been undertaken by the Center. In practice it is difficult to maintain sufficient flexibility in the "us" to invite and to involve new creative energy after the project has begun. Visual materials have proved especially helpful when communications skills have had to meet the test of extending participation.

The Center's field studies begin with several kinds of getting-acquainted activities, among them usually a socio-economic background study from available reports and field observations. To aid in data collection, members of the study group develop necessary report forms and mimeographed maps of the study area. For summarizing some of these data, larger maps (18"x24") are drawn and reproduced as "black and white prints" (blue-print method). Quantitative data are translated, on cross-section paper of the same size, into a variety of graphs and charts. In content, these preliminary maps and charts differ with each study but they usally include relevant boundaries, population factors important to the study, data on housing and health, location and use of social and recreational facilities, etc. (Charts 1 and 2.)

The materials and equipment provided for producing these maps and charts are chosen to expedite and simplify amateurs' work. Some general instruction may be given in layout, use of tools, shortcuts for subdividing spaces and for producing legible lettering (by hand, typing, stencils, etc.), but general instruction is subordinated to the solving of the immediate problem. That problem is to share the information effectively with co-workers.

271

Residence of All School-Age Children Brought to the Attention of Bureau of Attendance, Board of Education, 1951-1952, for

TRUANCY AND PARENTAL NEGLECT
in Census Tracts 133 and 139
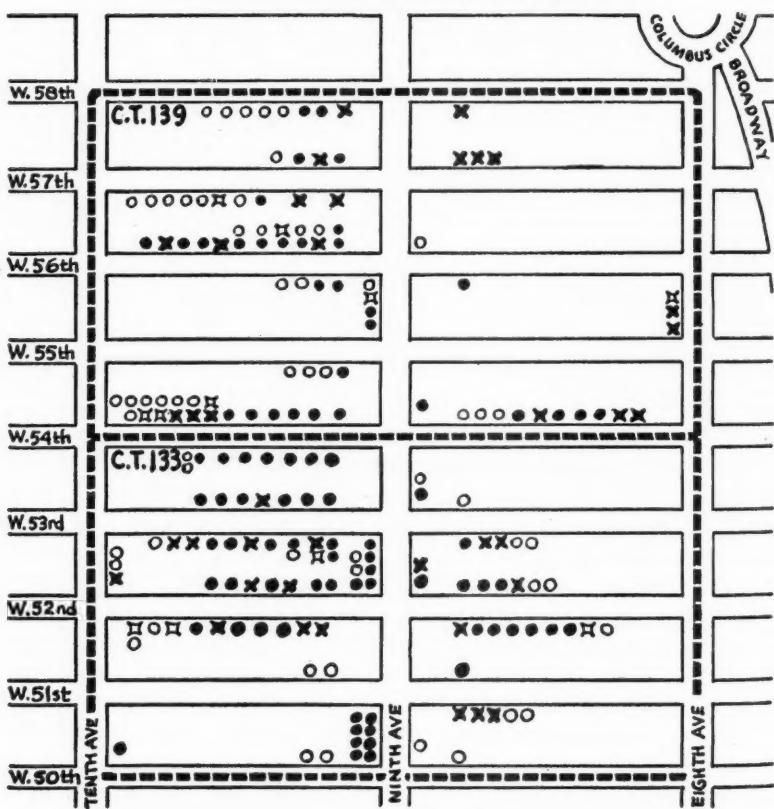
KEY: Absence in Elementary and J.H.S. due to
 ● = Truancy 56
 x = Parental Neglect 38
 Absence in High School due to
 ○ = Truancy 60
 ⋈ = Parental Neglect 11

Chart 1

Age Distribution, 1930-1950

West 26th Street to West 46th Street, Eighth Avenue to Hudson River

AGE GROUP | PERCENTAGE OF POPULATION

65 yrs. and over
3.71%
5.86%
8.22%

45-64 yrs.
19.52%
27.50%
29.55%

35-44 yrs.
20.10%
18.69%
15.80%

25-34 yrs.
19.06%
16.54%
17.00%

15-24 yrs.
16.31%
15.83%
13.25%

5-14 yrs.
15.06%
11.56%
9.09%

under 5 yrs.
6.01%
4.21%
6.85%

KEY:
1930
1940
1950
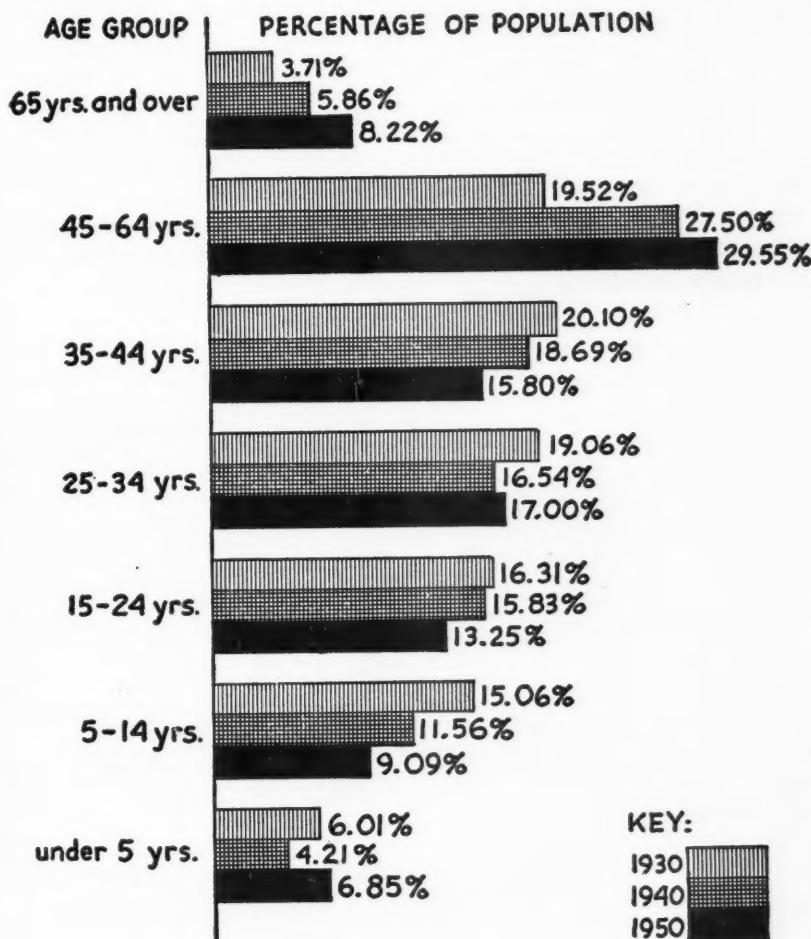
SOURCES: U.S. Census, 1940, 1950.
Population of the City of New York, 1930.

Chart 2

This sharing may begin with "So far we have learned these things. They have suggested some interesting questions to us already, but you may see others because of your knowledge of this area." In such a beginning the charts and maps usually serve to focus attention of a group and to invite participation. When accompanied by developing interpersonal confidence, they may serve also as a point of departure into areas more essential to the study, e.g., "This information is helpful, but we all want to go beyond it to find out what it's really like to live here."

Occasionally graphic presentation is useful in solving such specific problems as the selection of an area for intensive interviewing. Here relevant factors of population density may be plotted on a series of transparent sheets laid over a map, making it possible to study them in various combinations.

CHART 3

HR6 FIELD STUDY announcement to students

Registration for field work
4

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION
ADVANCED DIVISION
CENTER for HUMAN RELATIONS STUDIES

HR5

PLANNING COMMITTEE C.H.R.S. staff and students
5

Preliminary conference
2

HR6

Joint Conference at H.G.
3

EXECUTIVE COMMITTEE

community agencies
6

Meeting with community agencies at H.G.
7

1

8

11

12

16

meeting with agency
19

20

1st meeting EXEC. COM at CHRS
10

C.H.R.S. staff C.H.R.S. students H.G. staff

HUDSON GUILD

15

community agency

9

18   additional student

14

13

17

21

26

Oct. 20, 1952   Nov. 7   Jan. 8, 1953   Jan. 29   Feb. 7,   11,   14,   18,   21,   Mar. 2,   7,   10,   14, 18, 23,   7,

The need expressed by "let's see where we are" may be met to a
large extent by means of a form of flow chart (Chart 3.) Here, on
a sheet perhaps 8 feet long, a history of the growth of the project
is outlined as it happens. The dimension from left to right represents
time; up and down from the axis of central planning, the dimension
is participation. By position, size, shape, and color, the main actions
are presented in relationship. Large enough to be read by a group
of 25 or 30, these charts help newcomers to see how each strand or
event in the study, including the meeting they are attending, grows
out of and feeds into the whole project. Sometimes such flow charts
also help to reveal gaps of one-sided participation, unfinished busi-
ness, or isolated action.

As the study produces new data from family or group interviews,
etc., ways of organizing them in visual terms may be developed. For
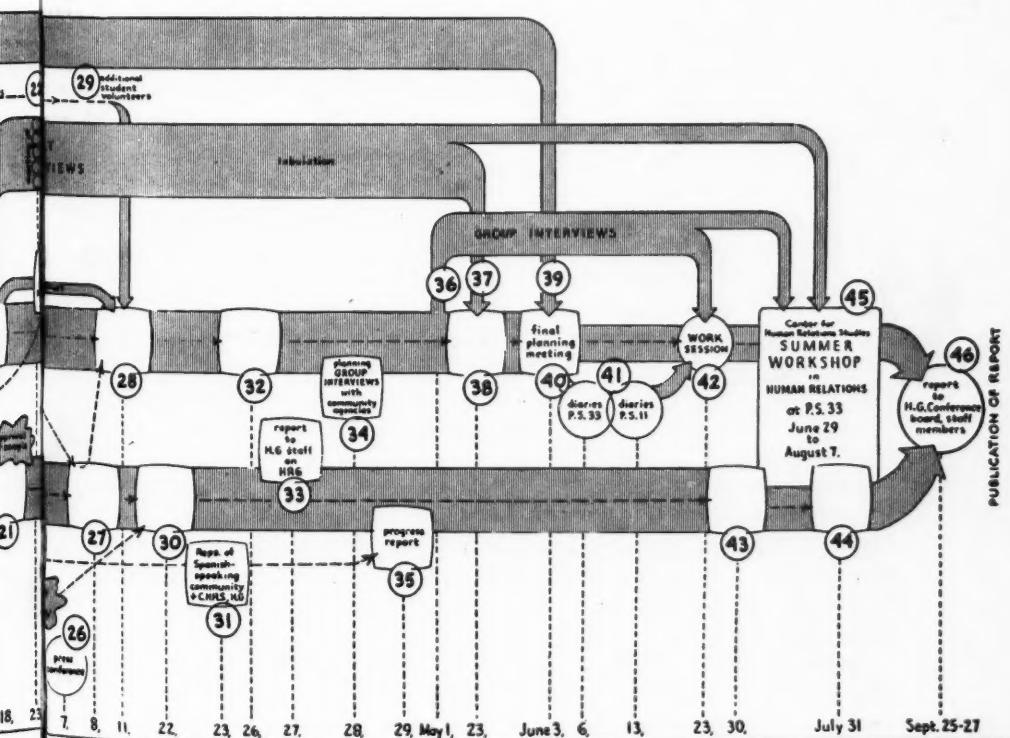
example, responses to such questions as "Where do you get together with other people," or "To whom would you go for help in case of trouble?" can be ranked in order of frequency and arranged to show a radiating socio-psychological distance. (Chart 4.) If school children spot on mimeograghed maps their residence, that of their best friend, and where they play most frequently, a kind of neighborhood socio-metric chart can be assembled. Responses concerning the advantages

CHART 4

"Where do adults get together with other people in Chelsea?"
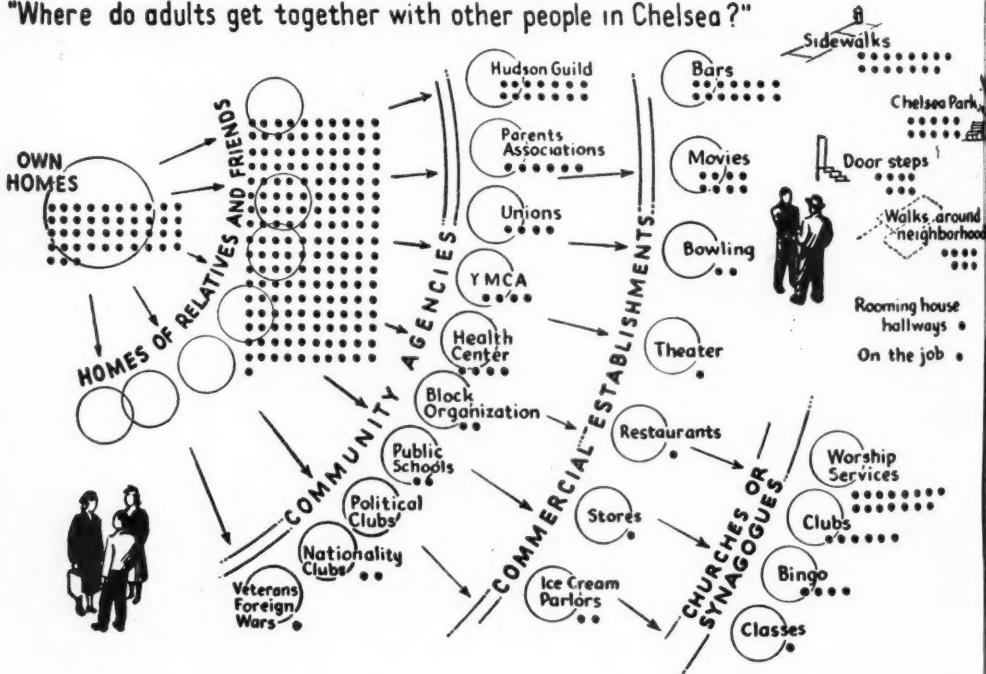
and disadvantages of living in a locality can, with certain precautions, be summarized in a topological chart showing fixed and permeable barriers, areas of dislikes, fears, hopes and wishes. Similar means may be used to plot the analysis of evidence on the "estimated expectations and possible movement" of key figures in group activity being studied.

Avoiding charts for charts' sake, the study participants learn to choose what they will interpret visually and how it may be done effectively. The resulting clarity, or lack of it — in the product and

in the producer—raises the question, "Who should make the charts?"
While after-the-fact visual reporting may be turned over to special-
ists (if they are available), on-the-job visual analysis seems to be
done best by those most familiar with the data. The working process
is probably most rewarding to those who use it.

What may sound plausible in verbal reporting may reveal unsus-
pected questions when words like "and" are challenged by "in what
order of occurence and importance?" or "how is this related to that?"
The process of charting is akin to that of outlining in verbal com-
munication, but the range of expressive differentiation provided by
visual language, plus its ability to maintain the co-existence of many
parts, can bring new power (and new responsibilities) to the state-
ment of both quantitative and qualitative relationships. Examples of
elements in this visual language are overlay, interpenetration, geo-
metric and bio-morphic shapes, many kinds of real and implied lines,
the range of sizes, of color relationships, textures, edges, etc.

Of the skills required for good use of such visual language, prob-
ably the first is an eye for the essential. Second would come a capa-
city for responsible experimentation — trying, shifting, weighing
of elements in accord with the known data. Third might be skill in
adaptation to limits of time, space, and group process.

It is important to learn when charts are *not* useful, as when data
are incomplete, biased or otherwise unrepresentative; when the pre-
sentation of isolated factors may contribute to misunderstanding;
when data are too discursive. If a chart requires reference to a sec-
ond chart in order to be understood, the two should be mounted to-
gether. When charts require interpretation, then requests to "just
leave them up" will not be granted thoughtlessly. Where their pur-
pose is to serve as tools for working together, such questions as
"May I borrow your charts to show to my board?" May need to
be examined for the meaning of "I," "your," and "my," to estimate
the possibility of co-operative work.

After several years of exploration, the Center is beginning to find
the areas and directions in which "visual aids" can aid human rela-
tions studies. It sees them offering new possibilities of clarification
and insight, especially when they are developed and used in specific
working situations by those immediately concerned.

Mr. Montgomery is a member of the Center Faculty and Editor of the Hu-
man Relations Monograph Series. He supervises the visual interpretation of
field studies.

BREAKING THROUGH THE LANGUAGE BARRIER

Ralph J. Kaplan

> Humpty Dumpty said: . . . "There's glory for you!" "I
> don't know what you mean by 'glory'", Alice said. Humpty
> Dumpty smiled contemptiously. "Of course you don't—till
> I tell you. I meant 'there's a nice knock-down argument for
> you.'"
>
> "But 'glory' doesn't mean 'a nice knock-down argument,'"
> Alice objected.
>
> "When *I* use a word," Humpty Dumpty said, in rather a
> scornful tone, "it means just what I choose it to mean —
> neither more nor less."
>
> "The question is," said Alice, "whether you *can* make
> words mean so many different things."
>
> "The question is," said Humpty Dumpty, "which is to be
> master — that's all."
>
> LEWIS CARROL: *Through the Looking Glass*

One of the most difficult skills to acquire is the ability to express
oneself in language so simple that intended meaning is conveyed to
all in one linguistic process. The main difficulty seems to lie in the
fact that words are symbols and that these symbols convey different
meanings to different people at different times, under different cir-
cumstances. Humpty Dumpty has solved this problem by imposing
his own irrelevant meaning upon words. But this is not a recom-
mended method because it stops short of its purpose which is com-
munication.

Language communication is only possible if all barriers to under-
standing are removed. This is why we employ translation, definition,
explanation, confirmation in order to establish our facts. Yet some-
how we do not always attain our objective—that of breaking through
the language barrier. One of the main causes of this tragic and
strife-provoking "Tower of Babel" situation is that, even though
we have learned a great deal about language, we somehow neglect
to acquaint ourselves better with our fellow man. How can we ex-
pect to understand *what* John means, as long as we do not try to
find out *how* John thinks.

With this in mind, here then are some of the areas in which lan-
guage may become a barrier to understanding.

One of them involves the MALAPROPISM, i.e., words used
wrongly because of similarity — in sound or spelling — to other

words. This is the least disturbing barrier and one that can easily be overcome by mastery of the language as such.

TRANSLATION, which sometimes distorts meaning unwittingly, may become another one:

Let us assume that a German, whose English is book acquired, wishes to render a German saying into English and painstakingly translates the German into: "Morning hour has gold in its mouth." What has happened to meaning in this grammatically and stylistically correct sentence? Obviously, no real meaning is conveyed to us because the literal translation has destroyed the intended meaning. If, on the other hand, an attempt had been made to find the American equivalent for this German saying, i.e. adaptation had been used as a medium, our German friend would have said: "Early to bed and early to rise, maketh man healthy, wealthy and wise", which would have conveyed to the American what "Morgenstunde h at Gold im Munde" does to the German.

Since much of our everyday language is simile, metaphor, saying, idiom or slang, each one of which is naturally conditioned by our own cultural backgrounds and physical environments, linguistic manifestations do not easily translate from one language into another. Consequently, ambiguities, misunderstandings and confusions arise, which, if not immediately recognized as such, make communication increasingly difficult, particularly if the climate in which it is to take place, is uncongenial to begin with.

Gestures and facial expressions which sometimes accompany or substitute for language, may add to the confusion. The nod, for instance, expressing confirmation in our Western civilization, frequently accompanies a negative reply in Greece and Middle Eastern countries. As a matter of fact, when a Greek wants to motion you to go away, it looks as if he wished you to come to him. Here, too, the right "conversation table" seems to be in order. The bridge players' rule to ask a new partner if he has any special conventions appears to be a very sensible precaution to take in the light of the many misinterpretations of intentions that seem possible.

However, by far the most serious of all language communication problems arise from wrong interpretation and the application of a different "yardstick". An incident comes to mind which might illustrate this point: A new immigrant from Europe went to the grocery store to buy a small package of sugar. When the grocer gave her the sugar, she refused to accept it because the quantity seemed much too large for her. Indeed, the customer suspected the grocer of trying to sell her more than she was prepared to buy.

It took some time to disentangle the misunderstanding. What is a small package of sugar in America is quite a large one in Europe. This was the root of the misunderstanding with the emphasis on the key word "small". Relativity and the difference in "yardsticks" caused a minor dispute which, if the occasion had been more important, might have led to a major one.

One sometimes wonders how many international disputes are just basic misunderstandings rather than principal disagreements.

In order to be able to break through the language barrier, we should get more fully acquainted with the meaning of words—the components of language. Words, we know, have a great many meanings, but do we fully appreciate that just as we are many different things to different people, so do words mean different things to different people. Often, the meaning that we wish to convey is *not* the meaning that is understood. We know that words can be learned and repeated, but meaning must be experienced.

This century seems to have become the Age of Communication in which we master the media such as newspapers, radio, cinema and television. Yet somehow it seems to be illogical that we should lay much stress upon the media and so little emphasis upon language as the primary means. Benjamin Lee Whorf said, quite appropriately: "Whenever agreement or assent is arrived in human affairs...this agreement is reached by linguistic processes, or else it is not reached".

Sometimes, when listening to politicians, statesmen or salesmen of ideas, it appears that they are not out to be understood—or to understand—but are just out to be right.

We might also ask ourselves the question: Are we really talking to each other or are we addressing a medium, a third party? Language is man's strongest means of communicating. Language is limitless, when cooperating and the basic desire to understand is there. The only limitation of language is that it does not contain more than the thinking of its users.

What then can be done to restore meaning and significance to language? How best can we understand each other, communicate with a minimum of misunderstanding tear down the barrier that stands in the way of better relations with our fellowman, next door, next street, next town, next state, next country, next continent?

We should first of all appreciate that there is a difference in language-meaning between ourselves and most of those with whom we associate daily. We should realize that what is "small" to some of us may be "immense" to somebody else. Therefore, when communicat-

ing, we should make sure that we use word symbols whose meaning is comprehended both by ourselves and those we address. In short, we should attempt to reduce the area of friction and misunderstanding to its irreducible linguistic minimum.

Another communication problem is the inability of many to relate experiences or render reports in a vivid and properly descriptive manner. Even though a situation has been fully understood, how many of us can transfer the living situation into a "living" report? Somehow, our power of perception seems to be more fully developed than our power of description.

This particular problem was discussed during the second semester of the 1952/53 session, in a course conducted by the writer at the Center for Human Relations Studies, School of Education, NYU. This course dealt with 'The Understanding of Human Relations Through Language.' Many of the graduate students participating, applied the techniques and skills discussed, to actual field work. They helped conduct a series of interviews in a field project of The Center for Human Relations Studies on behalf of the Hudson Guild. Families living in a specific area were interviewed in order to obtain information about neighborhood conditions and problems encountered by these families. When reporting back to their class, most of the students reported that when applying the standards of language communication established in the course, three principal difficulties were discovered:

Firstly, how to get people to discuss their problems openly; secondly, to understand these problems properly and place them in the right perspective and; thirdly, to report in such a manner that all those reading the report obtain a clear and complete picture of what happened.

Actually, these are precisely the three difficulties that make all communication complicated. Yet, once we recognize and begin to deal with them we may be able to improve our understanding of people. If we ignore these difficulties, the barrier may easily become a wall that cannot be scaled.

Mr. Kaplan, a member of the faculty of the Center, teaches the course in "Understanding Human Relations Through Language". Some students of this course have contributed their training in communication to the field projects. He was formerly Dean of Universal College, Tel Aviv, Israel.

HUMAN RELATIONS CONCEPTS AT WORK
IN THE FIELD

H. Harry Giles

I

Any program of action research, or of field work in graduate professional training, employs certain human relations concepts. In some cases there are assumptions, relatively unexamined. In other cases the human relations concepts are limited to a subordinate place, though explicit. In all cases, it is probably justifiable to say that morale, efficiency and professional growth are good or bad in proportion to the quality of human relationships that prevail. Industrial and military attention to morale and production components has recognized this in recent years and has brought a great emphasis on the study and training for good human relations. Education, however, has not been so alert—it has lagged where it should have led.

In a previous issue of this Journal* some "Aspects of Social Concept at Work" were given. The present article will deal with these aspects as they are now being applied to team field work in the community—a central part of the program of the Center for Human Relations Studies. In effect, then, the attempt will be made to make inventory of the extent and quality of application of stated concepts.

There are five principle concepts to be dealt with, all described and discussed in the previous issue referred to. They are:

The Democratic Social Ideal. This has been defined as the maximum growth and contribution of the individual in the society, the maximum growth of *all*. "All" is a controlling part of the concept. It requires that equal opportunity be offered to all. It requires that anti-social tendencies be curbed in the interests of all. *Growth* is defined as increasing adequacy of function in accomplishing purpose.

Interdisciplinary Theory and Practice. This means use and development of an integrative theory of human behavior, of individuals and of groups. It also means continuous co-operation and interchange between persons with diverse specializations and experiences.

Experimental Method. This requires faith in human intelligence to solve human problems. It implies a problem-centered approach to learning (as distinct from a pre-conceived and logical framework).

*"A Center for Human Relations Studies Aspects of Social Concept at Work," Vol. 24, February, 1951. No. 6, pp. 309-328.

It necessitates group participation in decisions and group formulation of purpose as well as of methods and evaluation. It structures group effort by requiring that purpose, form, time and testing of a design for group effort be established, and be the basis for new planning.

University Function As Related to All Social Agency Function. This means that training and research are carried out with a constant eye to the needs of other community-serving groups. It means that many problem definitions are derived from other than university sources. It means that training and research are done in co-operation with many social agencies.

World Leadership Role for the USA. This means that education for understanding and unity among all mankind is a primary opportunity and obligation upon the world's first democratic republic.

II

The Center for Human Relations Studies of New York University has so far undertaken seven team field work projects of some magnitude. There have been others of less size, which were often the outgrowth of student interest in a contemporary social problem. The seven have been contracted by community agencies in formal letters of invitation t· the Center, and have involved its entire core staff, some of its consultants, many of its mature student associates, and other university personnel. The social purpose in every case has been very directly related to the maximum growth of all.

In all seven cases, the major purpose has been to provide data and demonstration of means for the fuller development of human beings. In practice, the range of sponsoring agency devotion to this purpose has been wide, but there has been a consistent effort to achieve it in spite of varying handicaps.

Some comments on the unanimity of acceptance of democratic purpose by all the social agencies involved may be of interest.

First, it should be pointed out that the democratic purpose was made a prime issue in defining the purposes of these studies. This has meant that whether the project ran for three years or for three months, the staff and students of the Center have persistently raised with the contracting agency the question of ultimate social purpose. It is a matter of record that co-operating administrators and policy-making groups such as the boards of directors of agencies have wrestled with the question, and have found it surprisingly new and difficult, in some instances, to commit themselves to the full development of *all,* when the issue was brought so close

to home. All colors, all nationalities, all economic groups, all ages, all religions? When financial investment and personal commitment are involved, these questions cut deep.

Second, it is of interest that in all but one of these projects, discussion of the question of social purpose has contributed to a series of specific new developments in the conduct of the agency.

Finally, it is notable that from such experience the student associates of the Center have discovered a great range of practical implications and personal dedications to the ideal.

III

Interdisciplinary theory and practice, experimental method, and a University functioning as one social agency related to all others, have been "of the essence" so far as the Center's field work is concerned.

To begin with the last. The close relationship of the New York University Center to community agencies is indicated by the following facts. Dr. Dan W. Dodson, who has been a key figure in the whole development of the Center field work, is himself an outstanding exemplar of the Professor in Action. The Center's present student body is composed of individual staff members of more than twenty different community agencies. Before the Center was actually in operation, employers from thirty-one agencies were invited to participate in defining the professional requirements which might be served by its training and research. To the professional seminars of the Center have been invited agency representatives from 1947 forward.

The Center is committed to a close and continuing relationship with all agencies in the community which are concerned with the unfinished business of democracy.

The interdisciplinary theory of the Center is developed in all of its major seminars, in part by the study of great concepts from the human sciences, in part through the fact that all work is related closely to the whole range of experience and training in many disciplines, represented by the student members and the staff.

To illustrate how this works: it has been found that the clinical psychologist as a field team member is able to suggest many useful methods for getting at fundamental concerns of persons to be interviewed. Those with sociological training have valuable ideas about the design in handling community research data. Nurses are keenly aware of psycho-somatic factors, and of problems in institutional hierarchies. School teachers and administrative officers are on the

alert for developmental possibilities and limitations. So it goes.

Perhaps the following generalizations can be made at this time:

1. The considerable time required for interdisciplinary under-standing in a team enterprise at a university is an indication of the general failure in academic training to relate the assumptions and findings of diverse fields to each other.

2. The lack of general knowledge of an integrative theory of hu-man behavior is a constant drag on the development of united ac-tion on the part of community agencies, and in social research.

3. There is no more exciting and productive enterprise than the joint consideration and field application of a multi-disciplinary ap-proach to human problems.

Turning, finally, to the use of experimental method, it may be said that the following further generalizations can be made on the basis of the HR projects.

1. Community agencies are startled, but on the whole willing, when faced by the question, "Will you accept our findings, regard-less of whether they confirm or deny the premises on which you have been operating?"

2. Students are vastly stimulated by the challenge to find and follow the facts.

3. The process of #1 and #2 above, is integral to the use of findings. Rhetta Arter, as director of HR projects, has demonstrated that (a) this process is painful to the unthinking; (b) it requires consummate skill to ask the basic question at the right time; (c) the time and patience pay off in resulting use of the data produced by a study which is co-operatively designed and carried out.

4. The assessment of personal involvement and commitment to experimental team work and project design is worth the effort when measured by group productivity and individual learning.

IV

The world today is under threat of annihilation by a single trig-ger-happy action from one of the two great collossi of atomic war potential—Russia and the United States. In this country we are of the opinion that Russia is the only real menace. However, there are those who feel that in facing the Russian menace it would be a good thing to start the war and get it over with.

The Russian government claims that it works for the "classless society," at the same time as it sets up tremendous income, social, political and functional differentiations for members of its ruling oligarchy, members of the Party, and production agents. The United

States stands for a social ideal of free enterprise and equality of opportunity. Just as Russia has little defense for the actual class differences which it has created, and for the low standard of living of its whole population, so in the United States the second-class citizenship of Negroes and of poor people of any language are pointed to abroad as evidences of our failure to practice what we preach.

The scientist, observing the situation, must ask the question, "What is being done about the announced social purpose?"

In the United States, Supreme Court decisions and employment practices have steadily marched toward the goal of full equality. It is obvious that the United States takes seriously its social purpose. Yet, so long as any child is born into a society without a truly fair chance to make the most of his abilities, so long as hereditary privilege in any form takes precedence over individual qualifications, there is unfinished business for democracy.

The American problem, then, is to make a reality of the American dream, not for many, as at present, but so nearly as may be for all.

The two-thirds of the world that is more highly pigmented than the "whites" is vitally interested in what progress is made on equality of opportunity to colored citizens in the United States. The interest extends to education, housing, government, recreation, health, employment and all other areas where equality vs. unfair discrimination can operate. All colonial peoples, all police state subjects, are interested in the answer to the question, "Who stands for the rights of the human being?"

Since nowhere on this earth is there a completely satisfactory answer, it becomes a moral, a political, an educational matter of prime concern to know what is the direction and the meaning of social concern for the under-privileged. What practical steps, what advances are being made?

The development of a Center for Human Relations, its training of professionals, its research, its day-by-day work with community agencies to develop more equality of opportunity is significant, therefore, to a world which asks the questions, "What hope? What in practical terms is the future of man as man, rather than man as subject, as colored, as the toy of powerful interests which use the individual as a means to a purpose or special privilege beyond his personal power to affect?

The Center's field projects have attempted to demonstrate the democratic purpose in community action and research, and have attempted to employ throughout a democratic method — the joint participation of all in those things which concern all.

Dr. Giles is Professor of Education and Director of the Center for Human Relations Studies, New York University.

BOOK REVIEW

Dimond-Pflieger Problems of Democracy Test by Stanley E. Dimond and Elmer F. Pflieger. $3.15 net per package of 35. Specimen set 35¢ postpaid.

Watson-Glaser Critical Thinking Appraisal by Goodwin Watson and Edward M. Glaser. $3.70 net per package of 35. Specimen set 35¢ postpaid.

Published by World Book Company, Yonkers-on Hudson, New York

Dimond-Pflieger Problems of Democracy Test is an end-of-course test measuring the extent to which students have achieved a knowledge and understanding of certain aspects of government, economics, sociology and international affairs. Its content is based on analysis of topics contained in 15 high school textbooks in problems of democracy. Separate answer sheets are provided so that the test may be scored manually or by machine. A scoring sheet is included and a detailed Manual of Directions provided the technical authority of the test and aids to the teacher in interpreting the results. Since this is a mastery-of-content test, student performance will depend basically on what has been taught them. Only if the content taught coincides with the material of the test items will any light be thrown on how well the students were taught and how well they learned what was taught to them.

Watson-Glaser Critical Thinking Appraisal is designed to provide problems and situations which require the application of abilities involved in critical thinking. The test consists of 5 sub-tests dealing with: Inference; Recognition of Assumptions; Deduction; Interpretation; and Evaluation of Arguments. The Manual of Directions provides a discussion of uses of the test and discusses several specific interpretations of results. The test can be used in high school or college.

Increasing emphasis on the skills of critical thinking is being urged in teachers of social studies, science, mathematics, and English and one of the most obvious needs has been effective instruments of evaluation. The two gravest difficulties in this field have been that the tests become academic and fanciful to students when the material of the items are not drawn from the scope of the course they are studying, and in the second place, teachers who lack training in evaluation have difficulty interpreting the results and in making constructive use of them. While the Manual of Directions helps somewhat on the latter point, the basic difficulties still remain unsolved.

S. P. McCutchen

PHANTASY IN CHILDHOOD BY
Audrey Davidson and Judith Fay, New York
The Philosophical Library, New York 1953

This book attempts to describe the phantasies of young children according to the theories of Melanie Klein. The many observations of children's behavior and language which the authors cite to make their points are rich, colorful, and enable the reader to get a glimpse into the inner world of young children. The interpretations of these illustrations are in accord with Melanie Klein's psychoanalytic theories of child development and at times seem somewhat far fetched to one who cannot accept these theories whole heartedly. Many of the illustrations, however, need no interpretation.

The book is divided into sections which deal with phantasies of the oral, anal, genital and latency periods of development. Particularly enlightening is the section entitled "Living through of Phantasies" which describes the first three years of Dinah, a particularly verbal child, living in a favorable setting with an observant mother who recorded detailed descriptions of the phantasies and behavior of this child. It is possible to see the intensity of this small child's feelings and the manner in which she gained control by working through these feelings in phantasy. It is obvious that this development was made possible because of the emotional climate in which she lived with adults who could let her express her feelings freely.

The strength of the book lies in the vividness of these many pictures of children in action. It is evident that for children to use phantasies for healthy development the adults who live and work with them must understand their significance.

Betty Shuey